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ABSTRACT

In 1994, four New York City school reform organizations joined to form the New York Networks for School Renewal (NYNSR) and received the first Annenberg Challenge urban grant. This midterm report describes NYNSR's progress so far. The first two sections present NYNSR goals and how those goals have been met in the first 3 years. The core premise, that small schools are a successful strategy for public school reform, has been validated by the fact that NYNSR now includes 140 small public schools serving more than 50,000 students. These schools include more African-American, Latino, and poor students than other public schools, and the college acceptance rate of their students exceeds that in the rest of the city. In addition, NYNSR has created school networks, advanced the concept of a Learning Zone, influenced city and state reform initiatives, broadened support for education reform, and increased funding to public education. Subsequent sections cover broadening the school community; building the technology of NYNSR schools; building school networks for support and accountability; achieving systemic reform through increased school autonomy; expanding successful reform strategies related to student learning, school leadership, and professional development; evaluation and accountability; and matching the funding goals of the Annenberg Challenge. The goals for the last 2 years of the project and beyond are discussed. The last section lists project partners, consultative council members, and central staff. Profiles of schools and school networks provide examples in each section. (TD)

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NEW YORK NETWORKS FOR SCHOOL RENEWAL

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AN ANNENBERG FOUNDATION CHALLENGE for NEW YORK CITY

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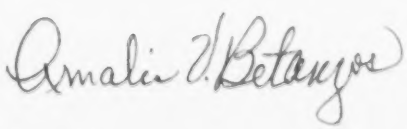
LETTER FROM CONSULTATIVE COUNCIL CO-CHAIRS

As New York Networks for School Renewal enters the second half of the Annenberg Challenge, the project has successfully expanded the number of small public schools focused on high academic achievement. In doing so, NYNSR has helped to increase the educational options for many students, particularly in low-income areas of the city where such schools have previously been rare or non-existent. These schools are now an integral part of the Chancellor's plans to reshape the school system and to raise standards significantly.

This midterm report describes the progress of NYNSR in creating small schools with exciting educational environments. There is an ever-increasing interest in NYNSR schools: more students wish to enroll than can be accommodated. Teachers desiring the opportunity to explore creativity and increase effectiveness seek out these collegial schools. Families and community members are eager to serve as school partners, and many superintendents, principals and teachers want to create more small schools and restructure large ones.

Our thanks go to the Annenberg Foundation, Time Warner, Inc., Aaron Diamond Foundation, Ford Foundation, Chase Manhattan Foundation, Carnegie Corporation of New York, Stella and Charles Guttman Foundation, Viacom, Inc., Nippon Steel USA, Inc., New York City Board of Education and all the other funders to NYNSR participating schools for their investment in reshaping public education. We also thank the NYNSR school educators, students, parents and community partners, who through long hours and inspired dedication are creating exciting, challenging places that promote student success.



Amalia Betanzos

Richard I. Beattie

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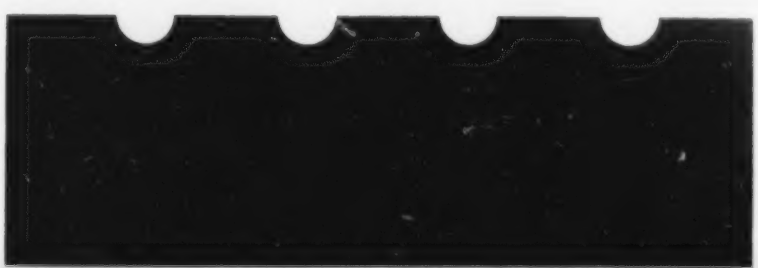

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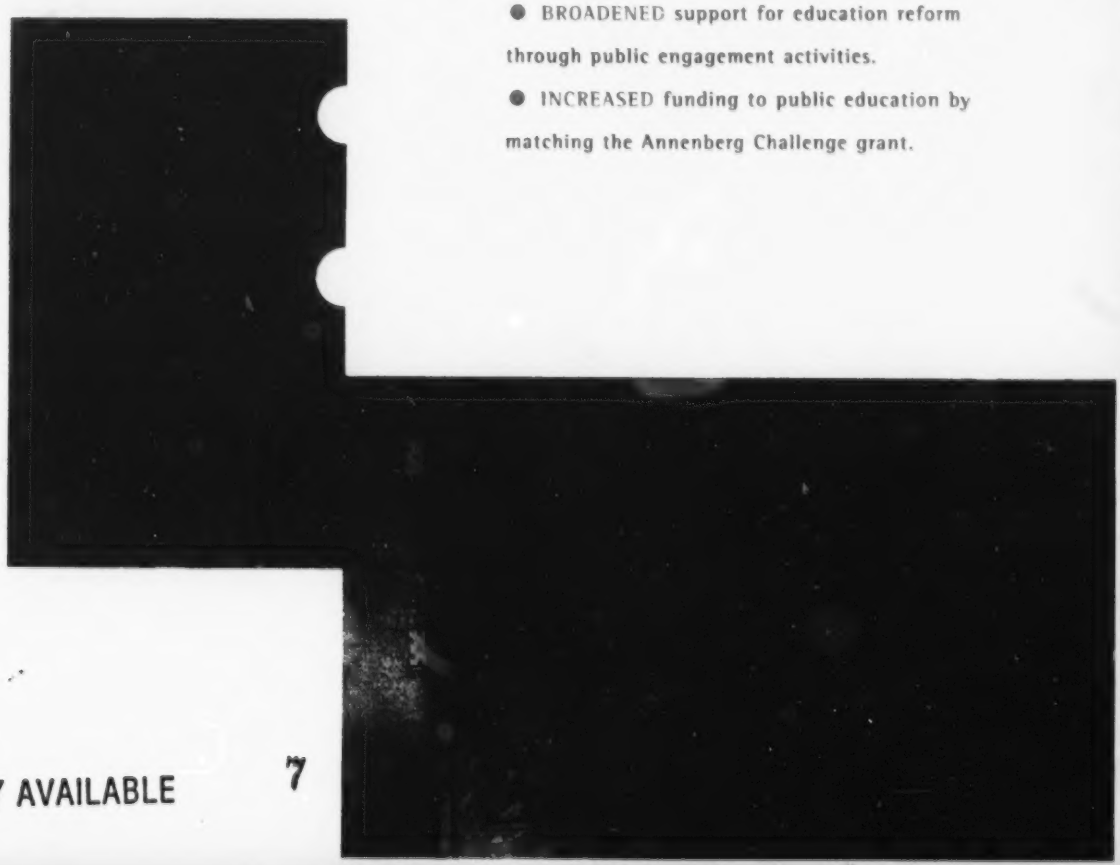
In 1993, Ambassador Walter Annenberg announced his commitment to invest $500 million in efforts to revitalize public education across cities and rural communities in the United States. New York City, with the largest urban public school system in the nation serving more than one million students in 1,100 schools across 32 school districts, was selected as the first site. In December 1994, New York Networks for School Renewal (NYNSR) was established by four sponsoring organizations: the Association of Community Organizations for Reform Now (ACORN), the Center for Collaborative Education (CCE), the Center for Educational Innovation (the CEI), and New Visions for Public Schools (New Visions). The City of New York, the Board of Education, the Schools' Chancellor, and the United Federation of Teachers (UFT) joined the collaboration to launch the Annenberg Challenge in New York City.

Building on past education reform efforts, New York Networks for School Renewal proposed to create quality small public schools, to develop networks of schools for mutual support, and to affect state and local policies related to school autonomy, budgeting, personnel and student assessment. In three years, NYNSR has accomplished and surpassed many of its initial goals. Specifically, NYNSR has:

- SUPPORTED a current total of 140 small public schools, serving more than 50,000 students throughout the city.
- CREATED school networks.
- ADVANCED the concept of a Learning Zone.
- INFLUENCED city and state reform initiatives in the areas of school budget, staffing, curriculum and assessment.
- BROADENED support for education reform through public engagement activities.
- INCREASED funding to public education by matching the Annenberg Challenge grant.



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SMALL SCHOOLS ARE A SUCCESSFUL STRATEGY FOR PUBLIC SCHOOL REFORM

The goal of New York Networks for School Renewal has been to create a critical mass of small, effective schools, committed to equity and accountability, serving the full range of New York City's children so that the principles on which such small schools are based are no longer considered "alternatives," but "good practice." NYNSR has significantly expanded public acceptance of the core premise of the project – that small schools create environments for teachers to meet individual student needs and increase student learning. In small environments, teachers know their students, students know the teachers, parents know the teachers, forming a community of mutual accountability. Good schools are built on an active and well-organized base of parents, students and community leaders with a sense of ownership in the school. The principles developed in NYNSR schools have demonstrated effective reform strategies for the entire public school system, and districts are engaging NYNSR schools and personnel to create and develop additional small public schools built on project principles.

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Meeting the Needs of New York City students

In 1995, NYNSR committed to developing a community of 100 small public schools by 1999. The plan was to establish a base for educational reform by creating a variety of models that successfully meet the needs of urban students. NYNSR has surpassed its initial goals and now encompasses 140 participating schools across four boroughs, serving more than 50,000 students ranging from grades K to 12.

While NYNSR schools serve a student population similar to the student population in non-NYNSR New York City public schools, they serve higher percentages of African American and Latino students. NYNSR schools also serve higher percentages of students eligible for free lunch. At the elementary and middle school grade levels, NYNSR schools enroll more students with lower levels of academic preparation than non-NYNSR students. (Who We Are: Students and Schools in the NYNSR Project, 1995-96.)

At eleven New Visions schools in 1997, 81% of the first graduating classes were accepted to college, a rate well above that of high school students in the rest of the city or state. The John V. Lindsay Wildcat Academy, a CEI school serving students who are suspended and rejected from the public school system, also encourages its students to pursue higher education. For the last three years, 85% of Wildcat Academy graduates have been accepted to college. In the CCE Campus Schools, over 90% of the graduates went on to two and four year colleges.

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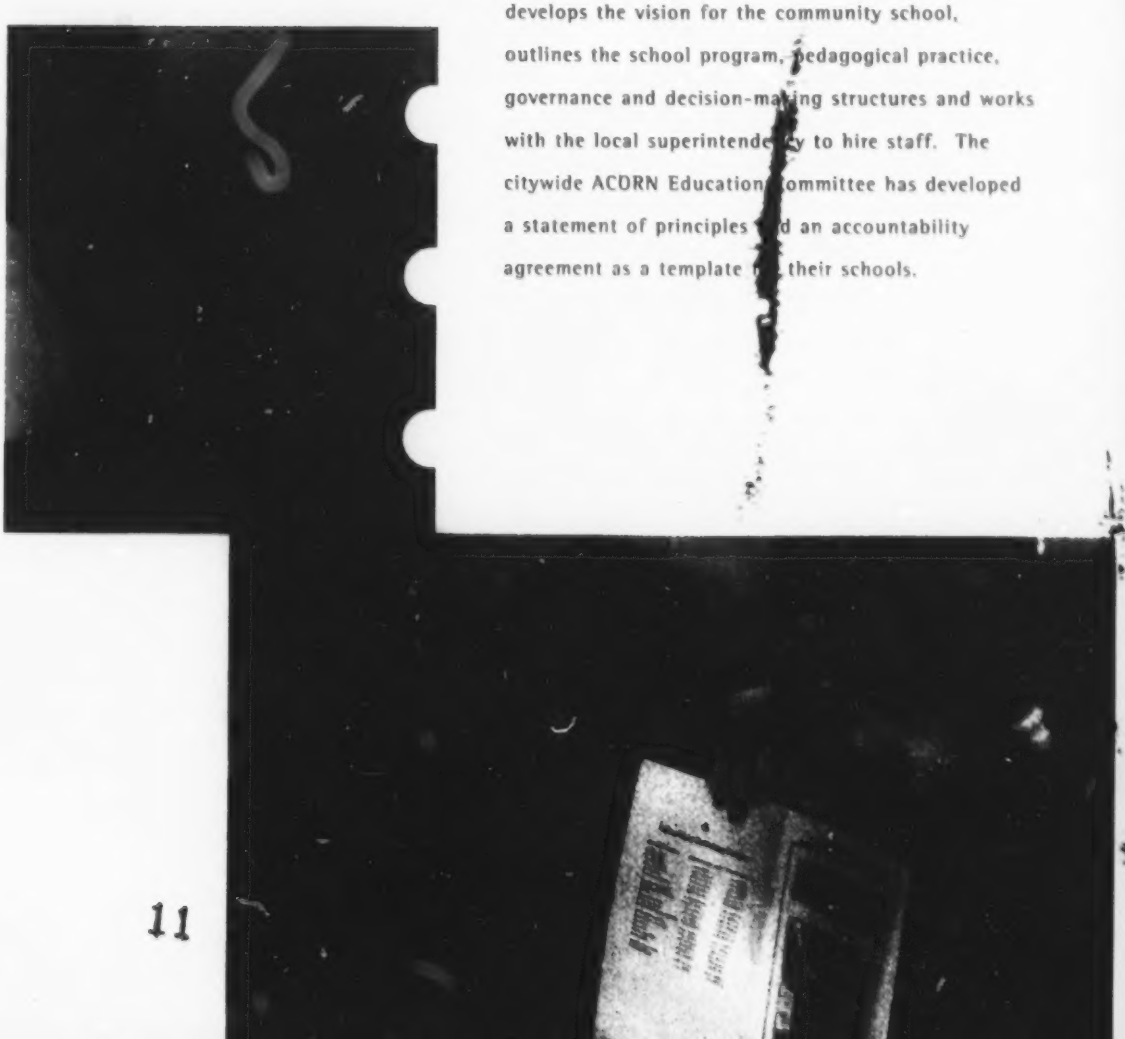
Creating New Small Public Schools

In large part because of the NYNSR project, new school creation has become a more public endeavor. In the past, new school creation was a very decentralized process. Schools were started by districts, the Chancellor, private sector partners, parent and community activists, and groups of educators or staff within existing schools. The NYNSR sponsoring organizations have developed various successful school creation procedures presently being adopted by the Central Board of Education.

The New Visions process was initiated by a request for proposals distributed widely. Collaborating planning teams of individual educators, community and business organizations were encouraged to respond and required to formally connect with a superintendency, identify appropriate space, develop an implementation plan addressing governance, personnel, instructional program, student recruitment and budget issues. ACORN parent organizers work directly with parents and community members in low income communities to build a school planning committee. Through neighborhood discussions, visits to successful schools, and workshops on education research, the committee develops the vision for the community school, outlines the school program, pedagogical practice, governance and decision-making structures and works with the local superintendency to hire staff. The citywide ACORN Education Committee has developed a statement of principles and an accountability agreement as a template for their schools.



The new NYNSR schools reflect a rich diversity of educational approaches and choices. For example:

- Bread and Roses Integrated Arts High School was organized by teachers, parents and students and is sponsored by both ACORN and New Visions. Located in Harlem, this school integrates art and music into the curriculum and provides community service internships to all students.
- The 21st Century Academy for Community Leadership is a dual language New Visions elementary school serving a largely Dominican student population in Washington Heights, an area where young children are frequently bused out of the neighborhood.
- ACORN Community High School in Crown Heights opened in Brooklyn with 110 ninth-grade students. It grew out of a parents' campaign targeting failing neighborhood schools and represents the only choice for quality public education in this low income area.
- The Academy of American Studies opened in 1996 and was created in response to overcrowded school conditions in Queens. This CEI school offers first generation immigrant high school students a quality history and literature curriculum.
- New School for Arts & Sciences serves high school students in the Bronx. In this CCE school, students participate in an interdisciplinary curriculum dedicated to helping students achieve high academic success.
- The New York Museum School is a collaboration of the community school board, museums and historical societies. In this New Visions school, classrooms are extended to actual museum sites where middle school students engage in interdisciplinary research.
- Fannie Lou Hamer Freedom High School, sponsored by CCE, offers high school students in the Bronx a quality academic program while building a commitment to the community. It is set in a newly renovated building with such features as a fully equipped science lab and a professional photography studio.

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Redesigning Large Schools

Several NYNSR schools have become models for school restructuring. The goal is to redesign traditional "factory" schools to create more effective educational environments with increased interaction among teachers and students, greater curriculum development and increased accountability. School restructuring takes advantage of existing space, redefines the school vision, reconfigures the school size and governance model, strengthens professional development and assessment, and increases parent and community participation in school activities. The redesign of a school is initiated in various ways, but ultimately it includes teachers, the UFT, the superintendent and the community.

Among the NYNSR redesigned schools are:

- The Christa McAuliffe Educational Complex, sponsored by the CEI, first opened in 1994 as a small middle school, serving 250 sixth grade students. In 1995, 400 new sixth graders increased enrollment to 650; by 1996, the number was over 1,100. To continue to serve its zoned population while maintaining its small school environment, McAuliffe was redesigned into three smaller, theme-based academies in 1996.
- The Julia Richman and James Monroe Educational Complexes, sponsored by CCE, are campuses made up of a number of small schools serving K to 12 students that share resources such as libraries and an infant day care center for student parents. The process involved closing the large high schools, phasing out the existing school organization and creating small schools serving similar student populations.
- Educational Complex at Junior High School 99, sponsored by the CEI, houses three small middle schools that share resources such as a library, roof gardens, auditorium and cafeteria. Each offers distinct approaches to learning including environmental science, studio and performing arts and language studies.
- Public School 139 is a large traditional elementary school with 1,800 students that is restructuring into small, autonomous mini schools. New Visions is helping teams of teachers and parents at the Brooklyn school to create small learning communities.

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NYNSR schools involve the entire community and create diverse models of collaboration corresponding to the school vision and needs of the students, parents and community. Family and parent participation at project schools ranges from traditional PTAs to school co-directorships. NYNSR schools also create alliances with local community organizations, businesses and institutions. These partnerships support school start-up, provide unique curriculum opportunities and assistance with ongoing school development.

- Parents at Mott Haven Village School (New Visions) in the Bronx assist with office duties, help cultivate the school gardens, coordinate special events, and make public presentations on behalf of the elementary school.
- Parents at Thurgood Marshall Academy (New Visions) in Harlem helped wire the library media center and participate in a job readiness program that teaches them computer and workplace skills.
- Working with ACORN, parents are locating space, identifying appropriate leadership and organizing neighborhood families to create The East New York Elementary School.
- High school students at Wings Academy (CCE) in the Bronx benefit from partnerships with production companies that supply student internships and computer training.
- Beginning with Children (CEI), located in the Pfizer Corporation in Williamsburg, Brooklyn, was initiated through a public/private partnership to create a public elementary school and has been named a Chancellor's model elementary demonstration school.
- Middle College High School's partnership with La Guardia Community College in Queens provides students access to college facilities including the library, science labs, gym and cafeteria. This New Visions school was a finalist in the 1997 Ford Foundation's Innovations in American Government Awards.

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Urban public schools need technology as a tool for student learning as well as for developing networks among teachers and school communities. NYNSR is committed to providing students and teachers with the tools and supports necessary for effective learning in the 21st century. The project's technology goals are: to expand the technological capacity of small school communities; to build school infrastructure including wiring facilities, purchasing necessary hardware and software, and networking; to train teachers and students in the use of technology; and to integrate technology directly into classroom instruction and curriculum development.

During the 1996-1997 school year, NYNSR assessed the technology level of each individual school and designed technology plans. Assessment disclosed a range of needs including wiring facilities, training administrators and teachers, providing on-site technical support, assisting in hardware and software selection and integrating technology into the curriculum and classroom instruction. NYNSR has funded participating schools and networks to create Time Warner Media Centers, and CCE secured a five-year $7.1 million matching grant from the United States Department of Education in collaboration with the Institute for Learning Technologies at Columbia University from which all NYNSR schools will benefit. The ultimate goal is to integrate technology directly into the classroom instruction and curriculum development of all schools.

To help schools support and learn from one another, NYNSR schools organize into networks. Networks help transcend traditional school boundaries, competition and isolation by bringing together school leaders, teachers, parents, and students from diverse schools, and expand the sense of community for participants. NYNSR networks are united by common priorities – professional development, curriculum, technology, assessment and accountability. Project schools have formed at least 28 networks, the majority consisting of three to eight schools across geographical areas, pedagogical approaches, and grade levels. Most founding schools began working in networks during the 1995-96 school year.

Networks span the continuum from formal to informal groups. Some networks are well established in collaborative activities, with regular meetings, specified tasks and activities. Others meet less frequently and have fewer constituents. Building networks across schools is a way to expand the implementation of effective practices and improve the quality of teaching and learning.

- The Latino Network comes together to share strategies for serving Latino students and to develop dual language programs. It consists of a number of New Visions schools and planning teams including El Puente Academy for Peace and Justice, a high school in Brooklyn; The Leadership School, a dual language high school in the Lower East Side; Cypress Hills Community School, an elementary school in a predominantly Latino neighborhood; the 21st Century Academy for Community Leadership, Dr. Antonia Pantoja School of Public Policy and Our Oasis. The network is working with the Center for Puerto Rican Studies at Hunter College to create a Language and Literacy Lab to develop strong dual language and bi-literacy programs and serve as a central resource for the entire system.
- The Lower East Side Network is an example of how a network works to improve student learning. It includes several CCE elementary schools – The Earth School, The Lower East Side School and The Neighborhood School. They have focused on developing school-based accountability, using a model of inquiry that brings staff and parents together to look at students and their work as a way to support student achievement and professional development.

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The network has sponsored a monthly group on standards and accountability, study groups, parent workshops, joint staff workshops and a summer institute. It also funds a parent coordinator, a newsletter editor, a corps of substitute teachers and consultants.

● The Middle School Network includes eighteen CEI schools from Brooklyn, the Bronx, Manhattan and Queens. Almost all of the schools were traditional, large middle schools that have broken down into smaller, theme-based schools within larger education complexes. They share issues and challenges such as managing change, programming for middle school students, scheduling multiple schools within one building, and balancing small school autonomy with the need for building cohesion/overall building management. The network also worked with the CEI to develop a rigorous and voluntary evaluation process for schools combining self examination with observations by outside peers.

NYNSR Networks:

Alternative Assessments Network - New Visions

Bronx Manhattan Queens Middle School Network - CEI

Bronx Schools and CPESS - CCE

Brooklyn Exploratory Network - CCE

Brooklyn Middle School Network - CEI

Campus Schools Network - CCE

Core Knowledge Elementary Network - CEI

District 3 Network - CEI

District 4 Network - CEI

Empowerment Zone Network - New Visions

Family Network - CEI

High School Network - CEI

Inclusion Network - New Visions

Interboro Network for School Renewal - CCE

International High Schools Partnership - CCE

Julia Richman Coalition Campus School Complex Network - CCE

K-12 Learning Laboratory Network - CCE

Kings and Queens Collaborative - New Visions

Latino Network - New Visions

Literacy Network - CEI

Lower East Side Network - CCE

Middle School Network - CCE

Network for Collaborative School Reform - New Visions

New Brooklyn Network - New Visions

New Visions Network - New Visions

O. Henry Learning Center Network - New Visions

RECPE Network - CCE

ACORN Network - ACORN

From the outset of the New York Annenberg Challenge, project sponsors attempted to craft a way to have school-level communities achieve more control over key areas of school life such as staffing, curriculum and budgeting. To ensure that schools had both the responsibility and the authority to find innovative, successful ways to serve their particular students, the sponsors proposed to establish a Learning Zone. By shifting substantial decision-making authority to the school level, Learning Zone schools would gain greater ability to tailor their programs to the specific needs of their students. In return, schools would be held publicly answerable for their decisions and student outcomes.

In 1996, the New York State Legislature passed the most dramatic change in the governance of the New York City public school system since 1968. It gave the New York City Schools Chancellor increased powers over superintendents, districts and schools and mandated school-based budgeting and school-site councils. This legislative change opened the door to further reforms throughout the public school system. Later that year, when the Chancellor announced plans to create a "learning zone," he moved to adapt the NYNSR idea for the entire system. The Chancellor's learning zone is a mechanism to identify and do away with bureaucratic regulations and allow schools greater autonomy. Along a continuum, low performing schools receive the least autonomy in a Chancellor's District, while those with high levels of student achievement receive maximum autonomy in a learning zone.

State education law also mandated that school-based budgeting and expenditure reporting be set up in every school for the academic year 1999-2000. In response, the Chancellor selected six community school districts and two high school superintendencies to launch the Performance Driven Budgeting Initiative. A NYNSR network was also included: the CCE International High Schools Network. Under the initiative, the schools and network receive an annual instead of semi-annual budget, allowing them to fully staff in August and plan the school year. A special pilot within the Performance Driven Budgeting Initiative is examining school purchasing patterns and the constraints existing under the current system. The objective is to create procedures where schools have utmost flexibility in deciding school needs and making purchases directly to ensure the highest quality goods and services. Beginning with Children, a CEI school, was one of a small number of schools selected to develop prototype management models.

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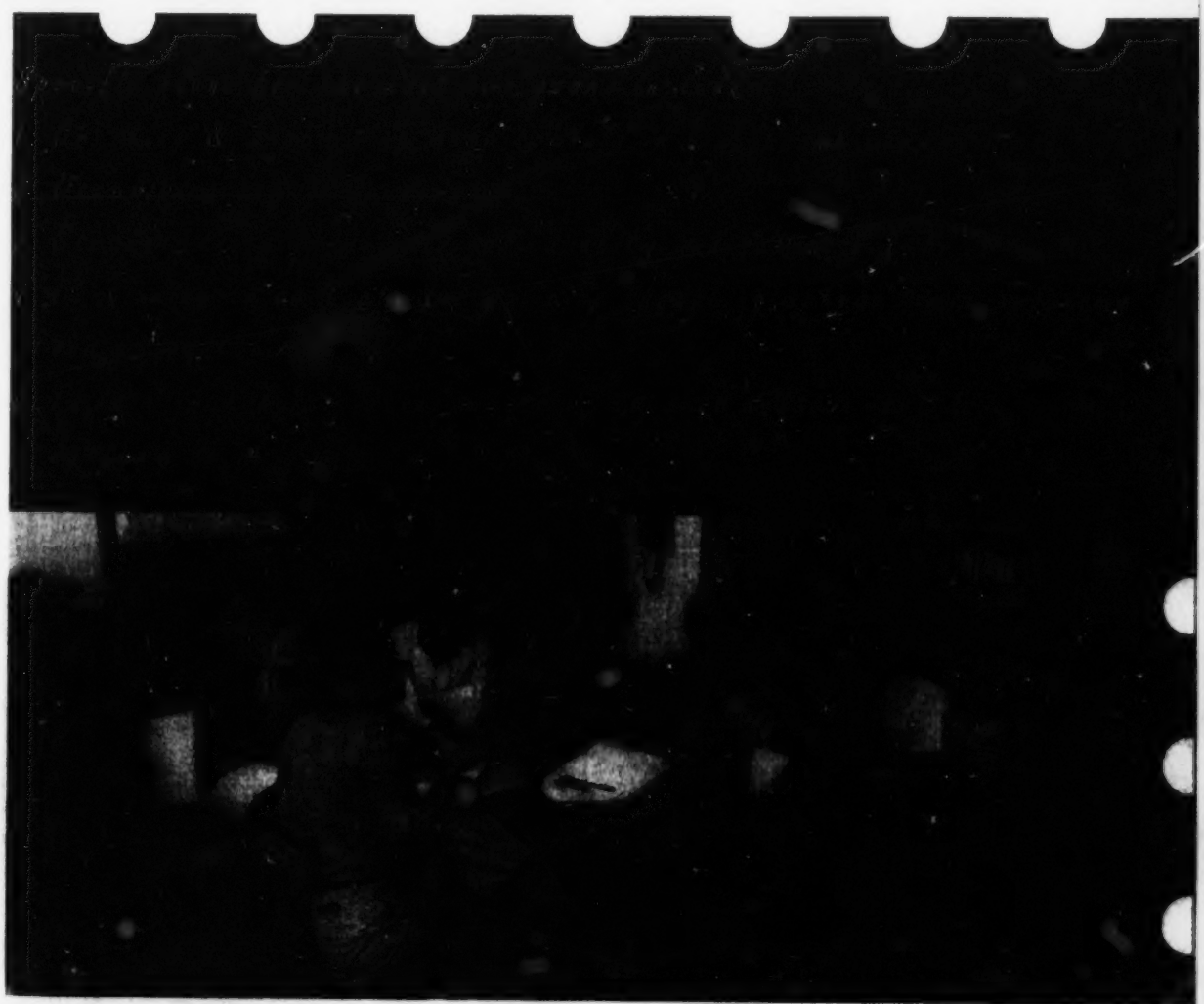
While the system has adopted many reform strategies advocated by NYNSR, the project's work is not complete. The experience of the last three years has created opportunities for broadening reform efforts and deepening successful practices. The overarching goal is to strengthen the conditions and supports that schools require in order to provide all students the opportunity to learn and excel.



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Increasing Student Learning

Within state and local education frameworks, project schools determine what needs to be learned and how best to encourage high academic achievement. Classroom practices vary tremendously across project schools. Some NYNSR schools rely on a fairly traditional curriculum, others are experimenting with radically different approaches. For example, a number of schools are using the community – museums, city infrastructure, the courts and legal system – as an instructional resource and/or fully integrating service learning into the curriculum. Still others are committed to dual language instruction or to full inclusion of special education students and team teaching of courses.

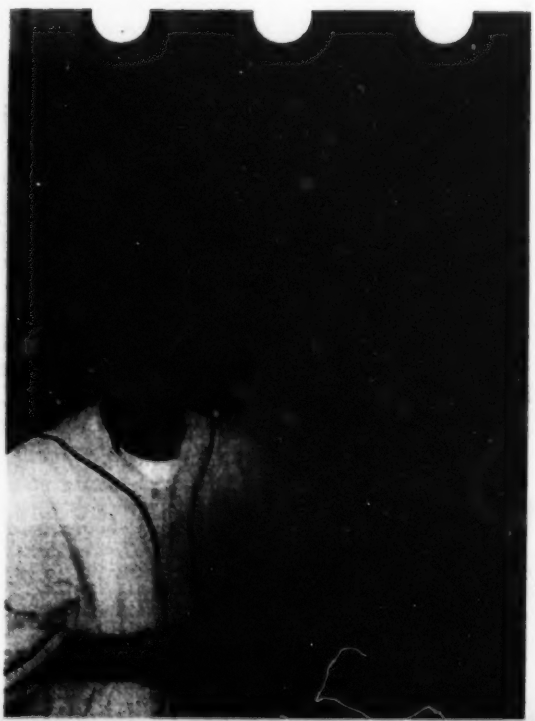
Since 1997, project schools have been preparing to implement Chancellor Crew's "New Standards" that will be used to assess student and school performance in New York City schools by the year 2000. "New Standards" marks a dramatic shift for the entire education system with major implications for every area of teaching and learning. It suggests standards, measures and tools for each grade level and requires that teachers clearly indicate their expectations of student work. In the past, students' work was assessed in relation to other students but not in relation to what children need to know at progressive stages to succeed as adults in college and the workplace. NYNSR partners organize conferences, retreats and other activities to discuss the implications of New Standards for small school communities and the public school system.

NYNSR school practitioners are also participating in activities that have systemwide implications for New York City and New York State. CCE high schools are part of a five-year waiver agreement between the New York City Board of Education and the New York State Education Department. Now in its third year, the agreement is an umbrella waiver from Regents exams for all schools in the Alternative High School Superintendency. Student achievement is determined by portfolio assessment that includes both written work and oral presentations. Project schools participating in this arrangement have high percentages of students pursuing higher education. Additionally, since 1996, CCE schools have been identifying common performance-based tasks cross-referenced to the state learning standards in language arts, math and other content areas. CCE schools are also working on a school-driven accountability system.

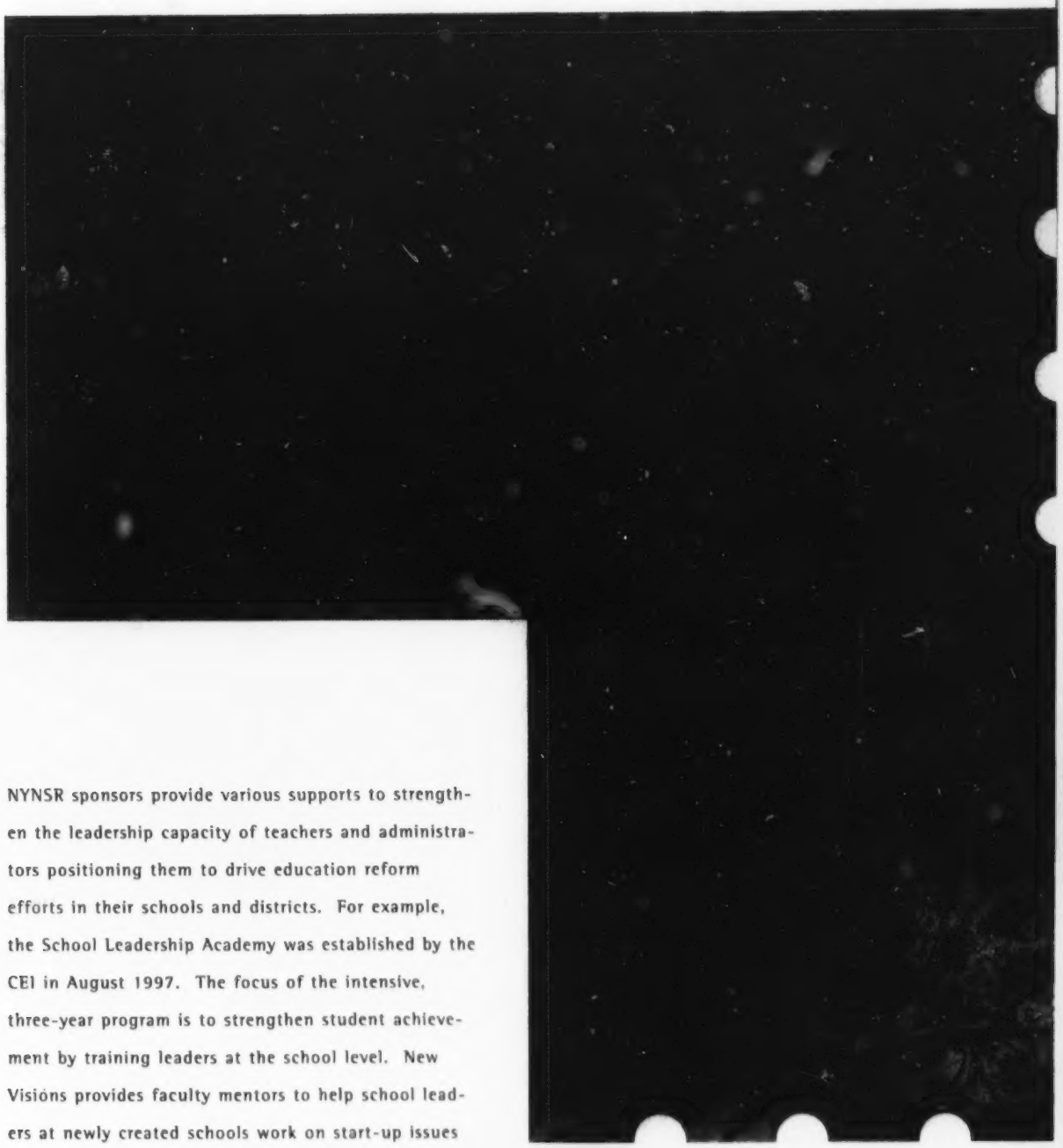
When the New York State Board of Regents invited practitioners to join redesign teams, New Visions sponsored an informational session introducing school communities to the process and encouraging them to participate. A co-director of a New Visions school is participating on the language arts redesign team. In addition, New Visions has convened groups of NYNSR and non-NYNSR schools to identify a common core of performance based alternatives to the Regents that demonstrate mastery of state and city standards. The Chancellor and his staff are currently engaged in negotiations with the State Education Department to support a common proposal for graduation by a performance based alternative to the Regents exam.

Leadership is Key to Creating and Sustaining Successful School Communities

All schools need leadership with educational vision that can set specific and realizable goals, articulate and mobilize support for the school's mission and build trust and communication among parents, teachers, administrators and students. Identifying, nurturing and developing school leaders is a key issue for the entire school system, and finding good school leaders is the largest roadblock to starting and sustaining new schools. NYNSR schools have varying models for school leadership including co-directors and project directors, and many of the current leaders of NYNSR elementary and middle schools have come up through the teaching ranks. In addition, many schools were founded by parent, teacher and community partnerships that continue to participate in the leadership of the school.



- Cypress Hills Community School opened in Brooklyn in September 1997 to provide students, grades preK - 8, a holistic educational environment that incorporates parent and community involvement at all levels. This New Visions school was founded by the Cypress Hills Local Development Corporation and is led by a team including New York's first parent co-director.
- New Program at P.S. 261 is a school-within-a-school established through the collaborative efforts of parents, teachers and administrators. Led by a director who came up through the teaching ranks, this CCE-sponsored Brooklyn school offers a multicultural curriculum and environment to students K-6.
- The Renaissance School, sponsored by New Visions, was founded by a diverse group of teachers to serve students K-12 in Jackson Heights Queens. The spirit of the founders is continued in a collaboration that focuses on communication and dialogue and incorporates parents, students, teachers and local residents in the creation and development of the educational community.
- The Frederick Douglas Academy, a CEI-sponsored school in Central Harlem, serves students 7-12 and has risen over the past several years to be among the top four schools in reading scores citywide. The school's founding principal recently retired and now works to develop leadership systemwide.



NYNSR sponsors provide various supports to strengthen the leadership capacity of teachers and administrators positioning them to drive education reform efforts in their schools and districts. For example, the School Leadership Academy was established by the CEI in August 1997. The focus of the intensive, three-year program is to strengthen student achievement by training leaders at the school level. New Visions provides faculty mentors to help school leaders at newly created schools work on start-up issues and develop staff support systems. NYNSR sponsors have also entered partnerships with local colleges such as Teachers College at Columbia University, Bank Street, The New School and New York University to establish additional leadership training programs.

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Professional development is essential to school improvement.

Professional development activities are especially important for teachers to develop practices suited to the design of the particular school and appropriate to higher standards. Teachers need opportunities to reflect with colleagues on new practices, observe other classrooms and experiment with teaching approaches guided by mentors. Sponsors regularly provide workshops, retreats, conferences, speakers programs and summer institutes to help educators develop skills, incorporate new pedagogical approaches, and understand recent city and statewide initiatives. These activities allow educators and school leaders to continually transform their educational practices so that they can meet student needs.

- School-based Teaching Education Program (STEP), established by CCE, provides teacher candidates the opportunity to serve as apprentices for two years in a small school. They are fully integrated into the school community and receive ongoing mentoring by qualified staff in developmental theory and practice, curriculum and instruction, organizational structure and action research.
- Faculty Consultants help train New Visions teachers to set and meet specific classroom goals. Teachers design service learning activities that link school work to real life – an approach to teaching that is helping educators meet the Chancellor's goal of fostering college and workplace literacy in the classrooms.
- The CCE Center for Inquiry in Teaching and Learning is an institute focusing on professional development that serves teachers from all NYNSR schools. It supports schools as "researching communities" whose culture encourages and supports ongoing reflective activity.
- Conferences and Workshops sponsored by the CEI supplement in-class professional development by allowing teachers to discuss issues such as reading instruction, literacy, school self-evaluation and accountability.
- Professional Development for New Teachers Initiative designed by NYNSR, the UFT and the Board of Education will serve new teachers with less than five years experience in the public school system. Last year, more than 7,700 new teachers entered the school system, raising the total number of teachers in schools for five years or less to nearly 18,000. The initiative will provide intense, multi-layered professional development activities over a three-year period with the goals of building the capacity of new teachers to teach students more effectively, increasing retention of new teachers in the public school system, building capacity of participating schools to support and develop new teachers, and developing successful models for new teacher professional development that can be replicated systemwide.

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A Research Collaborative developed the evaluation design for NYNSR together with school practitioners. It includes the Institute for Education and Social Policy at New York University (IESP), the National Center for Restructuring Education, Schools and Teaching, of Columbia University Teacher's College (NCREST), and researchers from The Graduate Center of the City University of New York (CUNY), the New School for Social Research, The Center for Puerto Rican Studies at Hunter College (El Centro) and the Community Service Society (CSS). The research being conducted in New York City is part of a national research plan coordinated by the Annenberg Institute to examine public education reform efforts at Annenberg sites across the United States. The New York evaluation consists of a three-part inquiry.

- An outcomes study, conducted by IESP, will report on the demographic characteristics of students attending NYNSR schools, follow students over time to assess student learning and outcomes, and compare the achievement of NYNSR students with students in other New York City public schools. IESP has created a database of information for NYNSR participating schools and produced Who We Are (July 1997), a report describing and comparing the demographic characteristics of students and schools in the project with other New York City public schools. They also produced a report on Board of Education data collection procedures. In addition, IESP is conducting a survey of school directors on practices and policies concerning English language learners and special education services.

- An implementation study documents how NYNSR goals and principles are carried out in participating schools and examines school and network practices. NCREST has conducted interviews, school observations and focus groups. An all-school survey of project directors and teachers was administered during the 1997-1998 school year. Eight schools are participating in case studies. They are: The Earth School, PS 314 - Luis Muñoz Marin Elementary School, The Zora Neale Hurston Academy at Junior High School 45, Middle College High School, ACORN Community High School in Crown Heights, Fannie Lou Hamer Freedom High School, Robert F. Wagner Institute for Art and Technology, and Richard Greene Middle School.

In 1998, CSS administered a survey of parents whose children attend NYNSR schools. It examines the factors they consider in the selection of NYNSR schools and measures their satisfaction.

- Participatory Research. Researchers from the New School for Social Research and CUNY are conducting teacher partipatory studies at the School for Academic and Athletic Excellence, a four-year-old middle school, and Middle College High School.

Researchers from The Center for Puerto Rican Studies at Hunter College are conducting participatory research with El Puente Academy for Peace and Justice, a high school in Brooklyn. They have interviewed school leaders, teachers, parents and students as well as observed in-class instruction and after-school programs.

FUNDING TO MEET THE CHALLENGE

The NYNSR project was established with a $25 million grant from the Annenberg Foundation. The Annenberg Challenge was a call to others to make the commitment required to create lasting education reform. In New York, the goal was to raise $50 million in matching funds equally from the public and private sectors. NYNSR is meeting the challenge. The public match of $25 million has been raised and private funds certified as of this report total $21 million. The private match consists of grants from foundations, corporations and individuals to NYNSR and directly to participating schools.

Funders to the New York Networks for School Renewal include:

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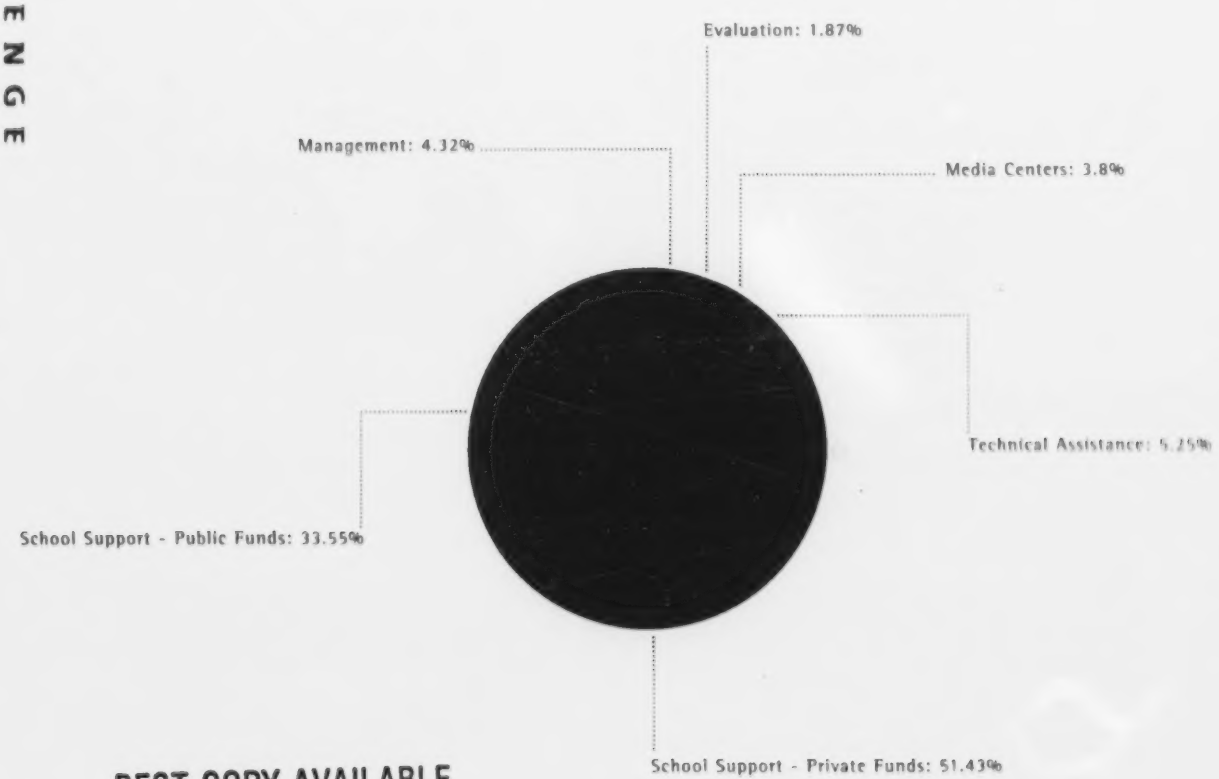
Challenge Spending By Schools And Networks



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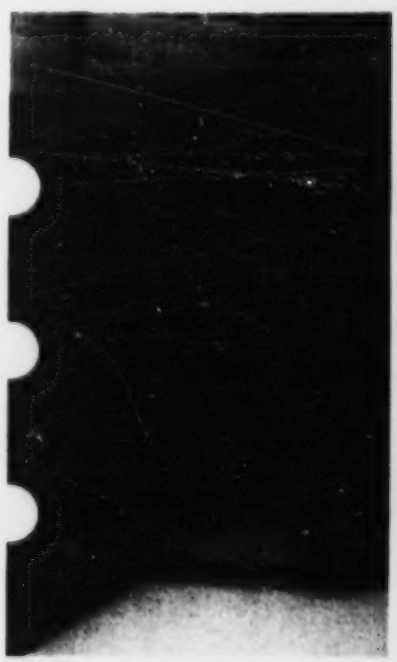
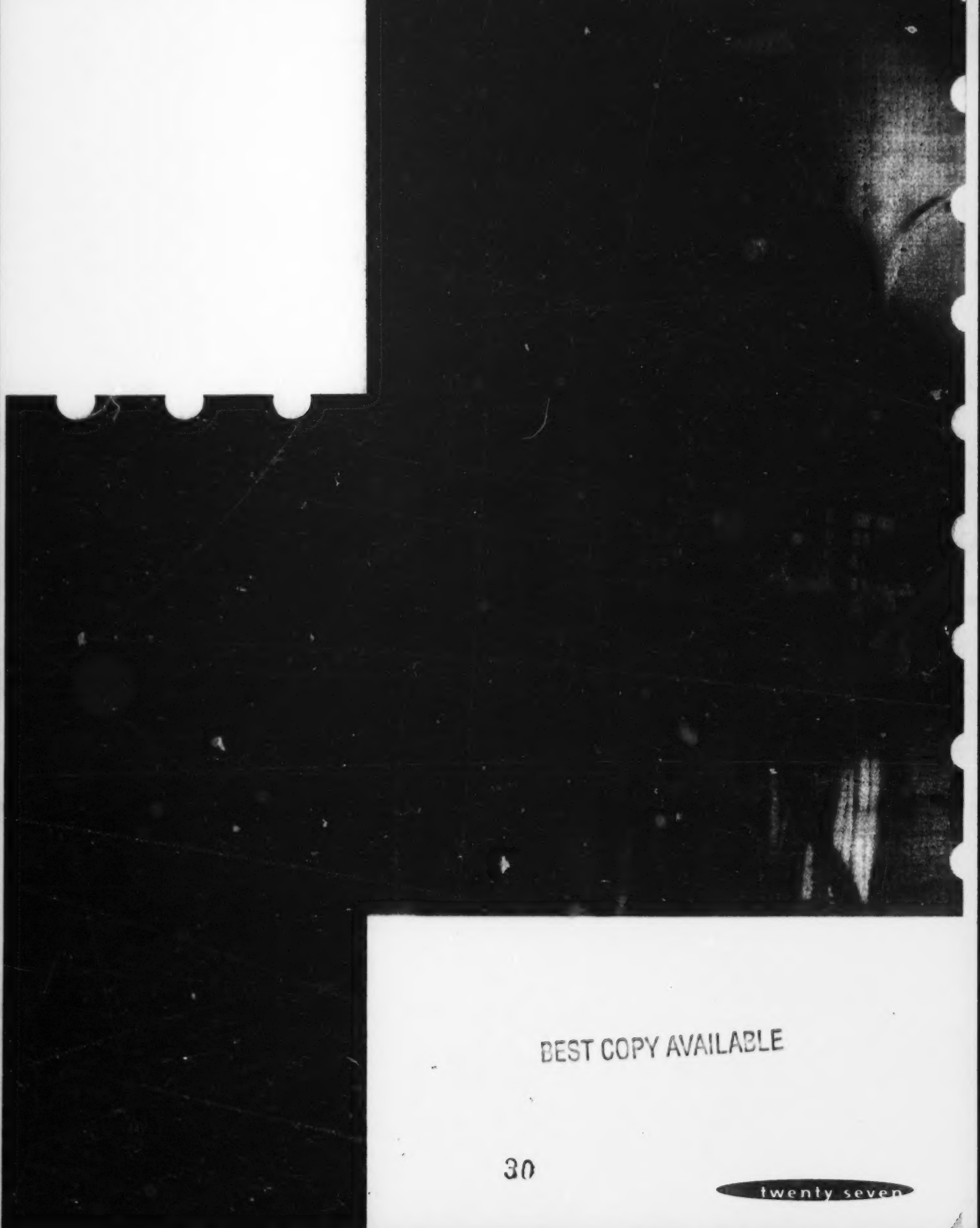
New York Networks for School Renewal has made significant gains in revitalizing New York City public education. The challenge in the last two years of the project is to share lessons learned with the educational community in New York City and across the nation. NYNSR has heightened its public engagement activities to get the word out about effective education reform models and practices by sponsoring special events and distributing print material. The goal is to increase the support of constituencies critical to transforming the public school system and to strengthen the capacity of NYNSR schools and leaders for long term success.

Public education stands at an important threshold. Policy makers, educators, parents and the general public want to know about the policies, practices and strategies that increase student learning. At the close of the NYNSR project, its success will be measured in large part by the achievements of its small public schools and students. New York Networks for School Renewal will continue to support the creation of new small schools, build educational leadership, deepen successful educational practices and effect systemwide reform policies for the benefit of all public school children, their families and communities.

Special Thanks

New York Networks for School Renewal is made possible through the hard work and dedication of many individuals. A special thanks to the teachers, school leaders, administrators, students, parents and community partners of the 140 participating schools that make school reform happen on the ground. Also, on behalf of the school communities, NYNSR expresses its sincere gratitude to the funders that have stepped up to meet the Challenge set by the Annenberg Foundation.





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